

Priorities Module

The Priorities Module contains three domains where LEAs will communicate actions that will be taken in the upcoming year to improve student achievement. Responses should guide decisions for spending federal funds.

The tables below preview the questions that will be included in the Priorities submodule.

Academics for All

The Academics for All domain collects information about education programs that will be in place during the upcoming year to ensure all students meet state academic standards. Responses should align with strategies for Layer 1 universal instruction within the [Multi-Layered System of Supports \(MLSS\)](#).

Priority	Question
Core High-Quality Instructional Materials	Which ELA high quality instructional materials reviewed by educators from across NM and adopted by the state will be used across each grade band?
	Which math high quality instructional materials reviewed by educators from across NM and adopted by the state will be used across each grade band?
	Which science high quality instructional materials reviewed by educators from across NM and adopted by the state will be used across each grade band?
	Which social studies high quality instructional materials reviewed by educators from across NM and adopted by the state will be used across each grade band?
High Quality Curriculum-Based Professional Learning	Which partner(s) will provide curriculum-based professional learning on the installation and ongoing implementation of ELA high quality instructional materials by grade band?
	Which partner(s) will provide curriculum-based professional learning on the installation and ongoing implementation of math high quality instructional materials by grade band?
	Which partner(s) will provide curriculum-based professional learning on the installation and ongoing implementation of science high quality instructional materials by grade band?
	Which partner(s) will provide curriculum-based professional learning on the installation and ongoing implementation of social studies high quality instructional materials by grade band?
Title V RLIS (applicable only to LEAs that are eligible for Title V Rural	<p>Is your LEA applying for RLIS?</p> <p>If “Yes”, LEAs must answer the following: Summarize how Rural and Low-Income School (RLIS) program subgrant awards have impacted student outcomes. The description should include outcomes from at least the most recent RLIS award. The information contained here should help to justify plans for use of funds during this grant year. (250 word count)</p>

and Low-Income School (RLIS funds)	
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Priority Student Groups

The Priority Student Groups domain captures how LEAs are supporting students with disabilities and English Learners beyond the activities outlined in the Academics for All domain.

Priority	Question
High Quality Instruction for Students with Disabilities	Will the High-Quality Instructional Materials indicated in the Core High Quality Instructional Materials section be used to support students with disabilities taking the Measures of Student Success and Achievement (MSSA)?
	Will the professional development partner(s) indicated in the High Quality Professional Learning section be used to train all teachers on how to implement high quality instructional materials that support students with disabilities?
	Will your district provide supplemental materials and training beyond HQIM to support student specific needs in accessing grade level instruction?
Early and Accurate Identification for Students with Disabilities	How will the LEA identify students who have disabilities early and accurately? In your response, please list what screening tools will be used and any community partners your district will work with to screen students ages 3-5.
Specialized Supports and Related Services for Students with Disabilities	What areas of specialized support (for example, executive functioning skills, communication skills, functional skills, social and behavioral skills) will the LEA address and what strategies will be used for students with disabilities?
Transitions for Students with Disabilities	Describe your LEA's transition strategies for students. Please write Not Applicable if a transition does not apply to your LEA.
	Targeted individualized plans for high school students
High Quality Instruction for English Learners	What HQIM are you using for English Language development?

Educator Workforce

The Educator Workforce domain considers the recruitment, retention and mentorship efforts that an LEA intends to fund in the next school year.

Priority	Question	Response Guidance
Recruitment and Retention	Will the LEA offer recruitment or retention incentives/stipends for hard-to-fill placements?	School districts identify "Y/N" and provide a list of the placement type for which incentives/stipends will be used and the amount of incentive/stipend.
Mentorship	Will the LEA partner with a vendor to provide a teacher mentorship program?	LEAs select "Yes/No", If "Yes", provide the vendor name.
	Will the LEA use Title II Funds to pay for mentor stipends or for a vendor to provide a teacher mentorship program?	LEAs select "Yes/No", If "Yes", upload the LEA's 80D STARS Mentorship Report.